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ABSTRACT

This guide presents the scheme and direction for personnel training in the Home-Oriented Preschool Education (HOPE) Program, which uses three modes of instruction (televised, mobile classroom, and parent instruction) to educate 3-, 4-, and 5-year-olds. The importance of team instruction, the goals and methods of inservice training, and day-by-day descriptions of the 10-day pre-training period for the program members in the field are described. The guide is one of seven HOPE publications. (SET)

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Home-Oriented Preschool Education

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personnel training guide

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Home-Oriented Preschool Education

Personnel Training Guide

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia
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Foreword

Because new concepts in education lead to performance of new duties, all workers in the Home-Oriented Preschool Education Program can profit from special training--both before and during the performance of these duties. This guide is meant to provide the scheme and direction for personnel training.

A good deal of room has been left here for the trainers to exercise their common sense by assessing how much and what kind of explanation and practice the workers will need and then planning their training sessions accordingly.

The complete set of guides, manuals, and handbooks for the HOPE Program include the

Program Overview and Requirements

Field Director's Manual

Handbook for Mobile Classroom Teachers and Aides

Home Visitor's Handbook

Personnel Training Guide

Curriculum Planning Guide

Materials Preparation Guide

Benjamin E. Carmichael, Director
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Here's HOPE

Home-Oriented Preschool Education (HOPE), developed by the Appalachia Educational Laboratory, is a program for the education of 3-, 4-, and 5-year-old children.

Television instruction-- to open young eyes to new experiences, to encourage young children to want to learn, to initiate the basic skill instruction, and to provide parents a first-hand observation of the instruction of their children.

Mobile classroom instruction-- to initiate social interaction of children in small groups, to complement televised instruction, and to initiate instruction appropriate for the group setting.

Parent instruction-- to promote positive child-parent interaction, to facilitate the use of home instructional materials, and to enable the parent to perform in an effective instructional role.

Television motivates learning

Lessons are broadcast into the homes of participating children five days a week. While each 30-minute program is designed to appeal to young children and retain their attention, the emphasis is on attainment--not entertainment. Each lesson is based on research-proven educational principles couched in a curriculum designed to achieve precisely defined behavioral objectives and utilized in the field tests of the program. Each lesson is designed to motivate the preschool child to want to learn, to stimulate his interest, and to initiate learning which is reinforced by related activities in mobile classroom and parent instruction.

Social learning in the mobile classroom

The second component of HOPE's tri-dimensional delivery system is the mobile classroom. Each participating child attends one two-hour session in the classroom near his home each week. The mobile unit, a complete, self-contained classroom facility, is parked in a central location (church parking lot, community center, etc.) and parents bring their children to class. The mobile classroom is staffed by a teacher and aide, who serve 150 children at 10 locations weekly.

Mobile classroom activities underscore material presented in the televison lessons and complement the efforts at home of parents and visiting paraprofessionals. Perhaps most importantly, the mobile classroom experience contributes to the child's social learning and exposes him to a wide variety of learning materials for the first time.

Parent involvement extends learning

Once a week, a trained paraprofessional visits the home of each child to deliver the Parent's Guide, child activity sheets, books, and other supplies keyed to the television and mobile classroom instruction.

The HOPE structure utilizes four home visitors for every 150 children. Based on the instructional needs of parents, the home visitor will spend varied amounts of time with parents to nurture positive interactions with their children. Time is usually spent with both child and parent in activities designed to extend the child's learning.

The home visitor encourages the parent to become involved with the child in watching the television lessons and performing related instructional tasks.

Quality control

Although positive educational change requires vastly improved systems of quality control, in most traditional educational enterprises the performer has had the major responsibility for evaluating his or her own performance. In the Home-Oriented Preschool Education Program, the differentiated roles of all those adults who have impact upon the child--materials production staff, mobile classroom teacher, aide, home visitor, and parent--make it possible to assure a degree of quality control which is not based on self-judgment.

This quality control is facilitiated through an information feedback system incorporated into the HOPE implementation process. Through the feedback system each team member is responsible for providing and/or

exchanging specific data upon which the continuing program development is based (see Field Director's Manual, Materials Preparation Guide and Personnel Training Guide).

Built into the HOPE feedback system is the added linkage between the home and the formal instruction of the mobile classroom. The home visitor, through contact with parents and children, provides input which helps relate the plans for classroom activities to the child's activities at home.

The translation of educational research results into classroom usage has been a major shortcoming in traditional educational systems. However, the early childhood curriculum specialists in the HOPE program, through their continuing production of fresh materials for teacher, home visitor, parent, and child, can channel the most recent research findings into the classroom and the home.

Team Instruction Is Basic

Home-Oriented Preschool Education is a team effort. The HOPE team has responsibility for the production of instructional materials, delivery and use of the materials, guidance of parents in providing home instruction, provision of group instruction in mobile classrooms, maintenance of internal communication sufficient to promote efficient performance of staff and team, continual improvement of the program, and maintenance of quality control.

The overall HOPE unit is divided into the Materials Production Team and the Field Team. The Materials Production Team is responsible for the preparation of all televised lessons, the Parents' Guide, suggested home visitor activities, Mobile Classroom Instructional Guide, and related aids. Extensive planning and close coordination are required among all members of this team. (See the Materials Preparation Guide for a detailed description of the work of this team.)

The Field Team consists of paraprofessional home

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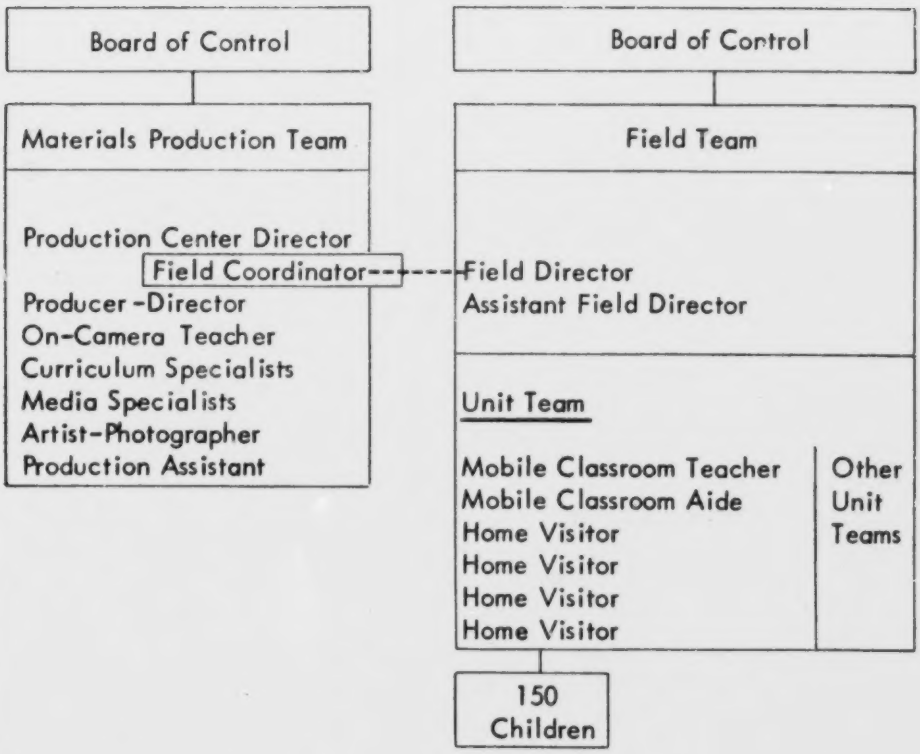
visitors, mobile classroom teachers and aides, and their field director. (See the Field Director's Manual.) Several Field Teams may work with a Materials Production Team. The Field Team is considered the operational staff in HOPE. Through extensive study of all manuals, guides, and handbooks, team members acquaint themselves with the program and make all local arrangements for its initiation and operation. This team utilizes all output of the Materials Production Team and supplements it by personal creativity. Through feedback to the Materials Production Team, reactions of the Field Team become a part of the program-improvement, quality-control cycle. The Field Team is further broken down into a smaller unit, whose performance is the most critical of all HOPE. This is the Mobile Classroom-Home Unit Team, consisting of one mobile classroom teacher and aide, and four home visitors. This small, cohesive unit works with 150 children, regardless of the size of the program or geographical area involved. This firing-line team maintains close rapport through regular meetings and engages in regular in-service training.

Armed with advance data about television lessons, stated lesson objectives, and suggested activities for the home and mobile classroom, this team, under leadership from the field director, has the ultimate responsibility for fulfilling the goals of HOPE.

HOPE Program Organization



Training Needs

Each HOPE team member has specific duties in the coordinated provision of services to the preschool child. The training of staff members for their roles, for coordination of effort, and for continuing development of proficiency is essential. Both training before the program begins and regularly scheduled training during the program are necessary. The HOPE documents assist in all staff training. The outline for preservice training covers training needs which are common both to the entire staff and those for individual team members.

Use of documents

The field director will need a complete set of documents. Other members of the HOPE team will need only those books which pertain to their own roles. Following is a staff distribution list:

Field Director: a complete set

Curriculum Assistant: Field Director's Manual, Curriculum Planning Guide, Handbook for

Mobile Classroom Teachers and Aides, Home Visitor's Handbook, and Personnel Training Guide

Mobile Classroom Teacher: Handbook for Mobile Classroom Teachers and Aides and Curriculum Planning Guide

Mobile Classroom Aide: Handbook for Mobile Classroom Teachers and Aides

Home Visitor: Home Visitor's Guide

Materials Production Team: Materials Production Guide and Curriculum Planning Guide (A complete set of handbooks and guides should be available to this team for reference.)

In the sponsoring school district(s), the superintendent and members of his staff responsible for the program should have copies of the Program Overview and Requirements and access to the others.

The books will help the field director with self-training before the beginning of staff training.

Participants in staff training

Training will be required for each team, but since the location and alignment of the Materials Production Team will vary, responsibility for training its members will rest with the sponsoring agency (State Education Agency, Regional Cooperative Board, etc.). Technicians on this team will require only an orientation to the program purposes and the operational schedule to which they will apply their technical skills. Other members of the

Materials Production Team will require pre-training and continuing inservice, using the Curriculum Planning Guide and Materials Production Guide, with frequent references to the Handbook for Mobile Classroom Teachers and Aides and the Home Visitor's Guide. Whenever possible, curriculum specialists, script writers, and on-camera personnel should share in some inservice sessions--for coordinating purposes--with the Field Team.

Since parents are active team members in the program, they should be involved in training activities as much as possible by the sponsoring district.

Field Team Pre-Training

Ten days of pre-training for the Field Team are recommended. This will allow three days for program orientation and attention to topics of concern to all staff and parents, three days to study individual roles and techniques, three days for program planning and preparation, and one day for coordinating activities and procedural clarifications for the team.

If students are identified before the training sessions start, their parents should participate during the first three days. Even where students have not been identified, interested parents may be invited to attend the first three days to get them used to the program. Districts which can provide more extensive training for parents may schedule two additional days during the first week; extend the program through the second week, allowing time for interaction sessions with home visitors; or schedule only half-day parent sessions during the second program week. The Pre-Training Schedule on page 15 suggests topics for each day.

Common training needs

During the first three days of the pre-training sessions, all staff members and parents should receive (1) a thorough orientation to the HOPE program, (2) an explanation of the relationships among staff teams and individual team members, (3) an outline of the communication and feedback system, (4) an appraisal of the role of parents, and (5) a presentation of the characteristics of preschool children, program goals, curriculum, lesson plans, and activity materials. Sample television lessons should be viewed and discussed. Appropriate documents should be distributed, and participants should have opportunities to study the introductory sections and discuss them in small groups. In districts which will operate multiple mobile classroom units, both large and small group activities should be planned for the introductory sessions. Careful organization of workshop participants into small groups will make it possible to have some job-alike and some cross-section groups, depending on the discussion or activity purposes. To provide leadership for several small groups, some particularly aware participants or staff members of the sponsoring district may be asked to lead discussions. In either case, the leaders should have ample program information and materials. Before the workshop begins, the field director should meet with the leadership group for orientation and planning.

Topics may be presented by the field director, curriculum assistant, members of the sponsoring district staff, representatives of the State Education Agency, or external consultants contracted for the purpose, depending upon the local capabilities and the number of participants.

PRE-TRAINING SCHEDULE
HOME-ORIENTED PRESCHOOL EDUCATION PROGRAM

Common Training Needs (Staff and Parents)

Day 1: Orientation to HOPE three-part approach, staff teams, and communication and feedback system
Day 2: Characteristics of preschool children and the role of parents
Day 3: Goals, curriculum guide, lesson plans, and home materials

Training for Individual Roles

	Teachers and Aides	Home Visitors	Parents (Optional)	
Day 4:	The Mobile Classroom	Getting Ready	Preparing Children for First Classroom Experiences	5-day option
Day 5:	The Instructional Program	On-the-Job	Physical and Mental Health of Preschool Children	5-day option
Day 6:	Methods and Techniques	*Job Preparation (Begin learning the territory)	Language Development in the Home	10-day option
Day 7:	Program Planning and Preparation	*Locating Children and Interviewing Parents	Helping the Preschool Child Develop Personal Responsibility	10-day option
Day 8:	Program Planning and Preparation	*Locating Children and Interviewing Parents	Helping the Preschool Child Develop Creativity	10-day option
Day 9:	Program Planning and Preparation	*Locating Children and Interviewing Parents	Special Behavioral Problems	10-day option

Coordinative Activities

Day 10: Coordination of efforts, agency referrals, scheduling, and other procedures.

*If participants have already been identified at this time, home visitors may study parent-child interaction techniques or visit homes for parent-child orientation. Joint sessions with parents may be considered.

It will be particularly important for administrative and supervisory staff members from the sponsoring district to help lead the pre-training program. HOPE should be identified as a part of the district's total school program from the beginning, and this identity should be evident throughout the preparatory activities, pre-training workshops, and continuing conduct of the program.

Day one: orientation to HOPE

The first session should be relaxed enough for staff members (and parents, if included) to get acquainted. Name tags marked with the staff position will be helpful. If the group is small, members may introduce themselves or the field director may organize the participants in groups of four or five, allow them a few minutes to "interview" each other, then ask each to introduce one other person by telling his staff position, something about his background, and any items of interest which he may have gleaned from the interview.

An orientation to HOPE's three-part approach to preschool education can be based on the program description at the beginning of each HOPE handbook, manual, or guide. If possible, the introduction should include a viewing of a HOPE videotape lesson. Workshop participants should be informed of the scope of the program in their district, the area to be served, and the projected number of children to be enrolled.

After hearing a program description and viewing a lesson, workshop participants should receive their materials. For this purpose, groups may be organized by

job: mobile classroom teachers, home visitors, and parents. If members of the Materials Production Team are present, they may form a separate group or join the instructional team. Ample time should be allowed for thorough examination of the handbooks, so that staff members may become familiar with format and program description and still have time to ask questions.

After the program orientation is concluded, the concept of staff teams should be introduced. In each handbook there is a discussion of the team concept and an identification of roles and role relationships for the various team members. In districts where the number of workshop participants is relatively small, the teams can be readily identified by an arrangement of tables or clusters of chairs bearing the label of each team and sub-team. Participants can then "walk through" each team setting or be engaged in brief interaction sessions with each team and sub-team. The importance of team coordination cannot be overemphasized. Where parents are included in pre-training, they should be clearly identified as team members and be helped to understand the significance of their roles.

A natural followup of the introduction of the team concept is a review of the communication and feedback system for the program. References to communication and feedback appear in the text of various documents, and the topic is treated fully in the Materials Preparation Guide. The forms which will be used for the collection and exchange of information should be distributed to workshop participants and fully explained. In discussions of the communication and feedback system, teachers and aides should be referred to the sections in their

handbooks on record keeping and inservice and team planning. Home visitors should be referred to the discussion in their guides on record keeping, evaluation and testing, and planning with the Field Team.

Day two: characteristices of children and role of parents

In both the Handbook for Mobile Classroom Teachers and Aides and the Home Visitor's Guide, a section has been included about the characteristics of preschool children. In workshop presentations and discussions of this topic, it should be pointed out with particular emphasis that no child should be expected to conform to a rigid set of expectations for his age level. The general growth characteristics described in the documents suggest only some behavioral patterns which may be encountered; they do not represent "average" characteristics for any age group.

If specialized consultant service is possible in the local district, it can be directed profitably toward the study of characteristics of the preschool child. State agencies or neighboring universities might provide helpful resource people. Pediatricians or child psychologists may be contracted for this purpose. If such consultants are to be used prior to their presentations, they should be given full information concerning the mix of professional, para-, professional, and lay people whom they will address and an explanation of the HOPE program and purposes. Because of the importance of this subject to the work of all staff, additional emphasis should be integrated into the on-going training program.

Whether or not parents are included in the pre-training, careful study should be made of their role

in the home-oriented program. If it is not possible to have parents in the orientation sessions, staff members will need to explain parent roles in a mobile classroom open house at the beginning of the term, in parent guides and newsletters, in home visits, and in day-by-day contacts with parents.

Parents should be helped to feel that they are contributing members of the team, that their advice about program design and development is as important as their daily activities with their children, and that they have both the potential and the responsibility for influencing the continuing development of the program in each of its components. The ways for them to advise should be carefully explained. Arrangements for future meetings with staff groups should be discussed, and parents should be given opportunities to suggest how these sessions might be organized. Active involvement of parents in preparatory activities should be sought. Even before the term begins, parents can be engaged in

- helping home visitors become familiar with the area they will serve
- locating children and meeting other interested parents
- locating sites to serve as mobile classroom stations
- scheduling the mobile classroom sessions
- interpreting the program to others in the community
- arranging the mobile classroom as materials orders are received
- arranging a mobile classroom open-house

Day three: goals, curriculum, lesson plans, home materials

This day should deal more specifically with program goals, curriculum, and materials for the mobile classroom and home activities. Participants should be introduced to the Curriculum Planning Guide and become familiar with its treatment of the integration of television, mobile classroom, and home instruction. Included in the guide are these sample materials, which should be reviewed:

objectives, content, and activities by components;

mobile classroom lesson plan;

and home visitor activities.

The morning session should also include a general description of the curriculum and an explanation of the six major categories of objectives (orienting and attending skills, motor activities, language, cognition, affect, and objectives for parents).

Following the introduction, copies of the Curriculum Planning Guide should be distributed to teachers. Parts of the guide which may be duplicated for the home visitors and parents are those on

home-oriented curriculum,

sample pages from each category of behavioral objectives,

and the section on integrated curriculum, including sample materials.

In the afternoon session, the "Curriculum Coordination" section of the guide and the sample materials should be carefully studied and discussed. Participants might now begin, in small groups, to practice using the guide and materials by selecting a theme, content, and set of objectives (general and/or specific) and then describing activities, each for his own component.

Day four: training for individual roles

By the fourth day, participants should begin training for their individual roles. Mobile classroom teachers and aides should be in one group. Home visitors should be in another. If parents are included, they will make up a third group. Leadership for the three groups may be provided by the field director, curriculum assistant, and a member of the staff of the sponsoring school district(s).

Mobile classroom teachers and aides should be acquainted with their classroom. If possible, their training session on the fourth day should be in the classroom. The morning session should include a demonstration of classroom equipment and opportunities for each participant to practice operating it. In the afternoon session, teachers and aides should be shown how and given a chance to drive the mobile classroom, set it up, and prepare it for moving to a new location. After they have been introduced to the mobile unit, teachers and aides should study and discuss their handbook section on contingencies.

Home visitors should also be shown the mobile class-

room. Their group may join the teachers and aides for the first part of the morning. After inspecting the classroom, they should be assembled in a separate group to study the "Getting Ready" chapter of the Home Visitor's Handbook. This study can be made by reading one sub-section at a time, then discussing its content. As each of the nine sub-sections is discussed, related procedures can be explained and clarified, and forms for feedback and record-keeping can be distributed and explained. Opportunities for home visitors to role play visits with parents should be provided. This would be a good time to include parents in a joint activity.

Parents may be included as a separate study group, depending upon the capabilities of the sponsoring district(s). If included, they may be given a tour of the mobile classroom along with staff members, then reassembled as a separate group for study of their own roles. The staff members who will provide leadership for the parent group should study the section in the Handbook for Mobile Classroom Teachers and Aides on instructional problems and interpret them for parents. Parents should then be led into a discussion of ways to prepare their children for their first experience in the mobile classroom. A half-day session may be adequate for the parent group.

Day five: group work

Group work should be conducted on the fifth day of pre-training, with one group of mobile classroom teachers and aides, one group of home visitors, and one group of parents (optional).

Mobile classroom teachers and aides will need to study and discuss the instructional program as described in their handbook. The sub-sections can be read and discussed one at a time. This will allow questions to be answered, procedures to be explained and clarified, and forms to be distributed and discussed. If there is time, additional practice in operation of the mobile classroom and equipment may be arranged.

Home visitors will need the day for study of the "On the Job" section. The sub-sections can be read and discussed one at a time. If possible, leadership for this day might include a social worker or someone else skilled in home interview and interaction techniques.

If parents are included, their program might be focused on a study of the physical and mental health of preschool children. For this, services of a pediatrician or pediatric nurse and a child psychologist, psychiatrist, or psychiatric nurse might be arranged. If such consultants are used, they should be acquainted with the nature of the program and the makeup of the parent group prior to the session. A half-day session may be adequate for the parent group.

Day six: more group work

Mobile classroom teachers and aides will need this day to study the "Teaching Techniques" section of their manual. If there are staff members in the sponsoring district(s) who know a lot about the topic being studied, they may be used as consultants, or advisors from the state educational agencies or nearby colleges may be used.

Home visitors may begin actual job preparation at this time by spending the day learning the territory which they will serve. They may need road or street maps. Members who are familiar with their communities may assist the home visitors. If the children in the program have already been identified, the home visitors may begin to interview parents and get acquainted with the children. If the day is not needed for these activities, the home visitor can study parent-children interaction techniques with psychologist, psychiatrist, or psychiatric social worker.

Parents may work as a study group or be scheduled for home interviews. If they are included in the workshop, they will benefit by studying language development in the home. Leadership for this group may include staff members from the sponsoring district(s), the state education agency or consultants. Those who lead the parents' study of language development should be acquainted with the nature of HOPE, and they should be familiar with the section on language development in the Handbook for Mobile Classroom Teachers and Aides. A half-day session may be adequate for the parent group.

Days seven, eight and nine: program planning

Three days should be allowed for staff members to plan and prepare for the actual conduct of the HOPE Program.

Mobile classroom teachers and aides will need the time to plan orientation for the parents, preview lesson tapes, study actual lesson plans provided for in the first week of school, plan additional classroom activities,

schedule daily class sessions, arrange for snacks, and organize and prepare study materials. The curriculum assistant should lead these activities.

Home visitors will need three days to locate children (if they have not already been identified) and interview parents. The field director should assist by scheduling conferences with each team of home visitors. Location for mobile classroom sites will be confirmed during this period.

Parents may be included for training sessions if the sponsoring district(s) can provide leadership. Otherwise, they will need to be at home for initial home visitor contact. If study sessions are provided, topics for study might include helping the preschool child develop personal responsibility and creativity, and special behavior problems. Half-day sessions for parents may be adequate.

Day ten: coordinating activities

The last day should bring the participants together to coordinate their efforts and answer their questions. Attention should also be given to procedures for making agency referrals and to any other procedures the field director wants to review.

Continuing Training

Continued and regular training is essential. In-service sessions should be scheduled at least every two weeks for the Field Team. If there are many mobile units or if distance makes joint meeting impractical, the field director should schedule sessions for each Mobile Classroom-Home Unit Team (always the basic division) at different times.

These meetings allow for (1) exchange of information, ideas, progress reports, problems encountered, and program needs; (2) accounts of children's and parents' reactions; (3) appraisals and suggestions concerning curriculum materials; (4) adjustment and coordination of teaching components; and (5) improvement of staff skills.

Reports and forms must be ready for each meeting, and an agenda for each should be made. The field director or curriculum assistant should summarize the most significant items for team consideration and decide which items require individual conferences. Planning in the bi-weekly sessions should result in a general outline of work for the ensuing two weeks.

Such formal sessions--essential as they are--cannot provide immediate assistance to staff members. To do this, the field director should set up a reference library, collected according to the needs of HOPE and the understanding level of the program workers. Another source of help is the abundance of specialists in state educational agencies, nearby colleges, and related but non-educational professions. Even if there are no funds for hiring these people as consultants, they are usually willing to provide bibliographies and other references. Materials Production personnel may be a mainstay resource.

The value of parent advice and assistance should always be kept in mind. Parents may meet with the field director or curriculum assistant while the children are in the classroom and with the teachers during snack and clean-up periods. Home visitors, by their very actions, both train and are trained by parents. Meetings should not be conducted for a one-way informational flow. Each party should teach the other.

While staff and parent training concerns will vary, some can be anticipated and prepared for: (1) interaction and response techniques with children and adults; (2) language development; (3) development of social skills and behavior; (4) fostering creativity and experimentation; (5) building concepts; (6) designing and using materials; and (7) evaluating the program.

Pre-service training gives direction--but inservice provides the real substance and strength.

Appendix

The HOPE Development Staff

The following persons have made significant contributions to the development of the Home-Oriented Preschool Education Program. Two categories are recognized: Consultants--affiliated with other institutions while working with the Laboratory on a short-term basis; and Laboratory staff members--who have been full-time employees of Appalachia Educational Laboratory.

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